

THE PROCESS OF COMMUNITY HEALTH EDUCATION AND PROMOTION

Third Edition

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*We dedicate this book to our families and students,
and to the communities we serve.
You are our source of encouragement and inspiration.*

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Preface

This textbook provides an introductory overview of information, perspectives, and competencies needed to effectively promote health and quality of life in community health education and health promotion, public health, and health care settings. Our discussions in chapters 1 and 2 about the socio-ecological factors that influence health and quality of life and the powerful impact of interprofessional and community partnerships, are indicative of our philosophy and intended audience for this book. We invite all who are interested in the health and quality of life of individuals and whole communities to engage in the experiential learning approach that lies at the heart of this textbook.

A Recommended Learning Perspective

This book was written by three individuals who view learning as a journey rather than a destination. In fact, we confess that we actually *enjoy* the learning process. This is probably because life experience has taught us that change is inevitable and constant, and that we all learn through this ongoing change process whether we like it or not. We use the word *enjoy* loosely because experiences in which true learning occurs are often as demanding and exhausting as they are exhilarating. That is the experience we wish for our readers. We are by no means implying that merely reading this book will demand, exhaust, and exhilarate. We are, however, suggesting that its application in the real world of community health promotion can contribute to your lifelong learning experience in ways that can be significant and worth the effort.

We invite you to view this book as more than a required reading assignment in a college course. If you only read it to memorize facts to regurgitate on an exam, you will have missed its intent. Instead, we encourage you to think of it as a tool for action. Because people learn by doing (more so than by reading, listening, or taking notes), we encourage you to consider the following recommendations as you read this book.

1. *Ask “so what?”* When you read a passage, ask yourself why you would need to know that information. Think about how that knowledge or developed skill could be of value to you in your current or future practice as a health professional. There is a rationale and intended use for each chapter section. Reading with the intention of discovering this practical use can enhance your learning and application.

competencies that will inform your health promotion efforts. We highlight these features below and provide more in-depth information for the course instructor in an accompanying Instructor's Guide.

FOR YOUR INFORMATION

Every chapter contains *For Your Information* (FYI) boxed features that provide nutshell descriptions, how-to guidelines, checklists, and examples that complement and expand on chapter content. In some cases, the FYI material serves as a prompt for or example of information you can use in a course project (see "Course Project") or as a self-directed learning activity.

FOR YOUR APPLICATION

You will find the *For Your Application* (FYA) feature at the end of each chapter. The FYAs contain instructions for recommended activities that can be undertaken on your own if they aren't assigned by the instructor. Some FYA activities can occur totally within the confines of a classroom. Others may require you to visit a local neighborhood or community organization for a stronger real-world experience. Moreover, some FYA activities can reinforce your work on a course project if one is assigned (see "Course Project") or further develop your professional résumé or portfolio. In all cases, FYA activities are designed to engage you in discussion and application of the knowledge and competencies described in that chapter.

COURSE PROJECT

One of the most basic responsibilities for those working in community health is to assess the actual and perceived needs of communities. Therefore, the *Community Assessment Project* described in Appendix A can serve as a major project for a course. Steps in the assessment process are outlined succinctly in chapter 6. You will find that many of the FYA activities throughout each chapter can serve as components of this project and/or stand-alone learning activities.

LEARNING OBJECTIVES AND REVIEW QUESTIONS

The learning objectives at the beginning of each chapter and the review questions at the end will help you highlight and organize your reading and notes around targeted learning concepts. The chapter content that addresses each objective/question not only provides key definitions and concepts but is designed to help you understand those concepts as they are applied in real-world settings.

To the Instructor

We believe the accompanying Instructor's Guide, found on the book's Web page at www.waveland.com, will be a valuable resource as you design and teach your course. It offers a wealth of materials and the flexibility to adapt them to various teaching styles and preferences. In the guide, you will find teaching tips linked to specific features of this text; a test bank and answer key; chapter-specific PowerPoints; and electronic versions of the following four appendices that you can adapt for your course needs: *Community Assessment Project Guide* (Appendix A), *Community Health Professional E-Portfolio Guide* (B), *Planning a Social Media Strategy for Advocacy* (C), and *Creating a Resource Inventory for Community Health* (D).